Business Technology Education

Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in nearly any setting. All persons regardless of age, gender, and career aspirations, can benefit from participating in business education.

Today's global society challenges the talents and imaginations of Indiana's diverse student population. Like never before, they face a competitive environment that demands creative, innovative, market-driven solutions to new problems and new opportunities. Graduates of secondary and post-secondary schools must be prepared to understand the needs and demands of others, to analyze rapidly changing events, and to formulate responsive, rational, and proactive approaches to decision making.

Looking to the future and adjusting and adapting as innovations emerge, the business education curriculum has changed dramatically over the years and now parallels the practices being implemented in the business world both at home and abroad. As the explosion of technology began impacting businesses in an unprecedented manner, business education quickly adjusted the curriculum to follow suit. When American businesses began to expand their frontiers to include global transactions, business education began incorporating international content into the curriculum. Business education has never been a static, stationary discipline; rather, it is an emerging, expanding, and challenging field.

The mission of Business Technology Education in Indiana is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training. These experiences should actively engage students using instructional strategies that rely on the use of technology and practices that reflect current and emerging business procedures.

Therefore, the Indiana Business Education Curriculum is designed to develop and enhance the following five educational areas:

Basic Skills

- *Computation:* selection and use of appropriate mathematical processes to complete tasks and projects
- *Problem Solving:* application of knowledge and skills to generate solutions to business problems
- *Communication:* effective use of written, oral, and listening strategies to communicate and understand ideas and information
- *Social*: demonstration of personal skills that display ability to set goals, adapt to changing priorities and technologies, and complete tasks responsibly and ethically
- *Business*: development of knowledge concerning economic principles, legal foundations, entrepreneurship, and management of business operations

Life Skills

- *Financial*: development of personal finance strategies including budgeting, saving, investing, and managing loans and credit accounts
- *Keyboarding/Computers*: acquisition of skills for producing various business documents and sharing information through the use of telecommunications
- *Interpersonal*: exhibition of teamwork and leadership skills that contribute to accomplishment of objectives, resolution of problems, and customer satisfaction
- *Citizenship*: demonstration of knowledge about the rights and obligations of consumers and citizens

Information Technology Skills

- *Technology*: selection and use of appropriate technologies to manage and communicate visual and print information and ideas
- *Processing:* application of skills in reading and analyzing information to make decisions and solve problems
- *Planning/Organizing*: development of ability to prioritize, schedule, and manage a variety of duties and tasks
- *Workplace Skills*: exhibition of employability skills related to attendance, attitude, flexibility, business etiquette, and commitment to quality

International Business Knowledge

- *Global Marketing*: development of knowledge concerning international markets, diverse cultures, and conducting business with foreign countries

Lifelong Learning

- *Self-Learning*: demonstration of skills in researching and using new information
- *Self-Management*: use of techniques to set and pursue personal goals, manage time and resources, and complete work within established deadlines

Content standards and competencies for the courses described on the following pages have been designed to encompass the educational areas listed above. The courses cover a range of topics that can be organized into a program of study for students' career plans. Schools offering a sequenced Business Technology Education program will accomplish the goals listed below.

- Educate individuals for and about business.
- Provide opportunities for students to acquire business knowledge, skills, and attitudes needed to function effectively in their careers.
- Prepare students to utilize technology effectively in personal and business applications.
- Provide a continuous program of planned learning experiences designed to help students effectively fulfill three roles:
  a. Make intelligent socioeconomic decisions as citizens
  b. Produce and distribute goods and services as workers
  c. Use the results of production as consumers
- Provide career information which will help students relate their interests, needs, and abilities to occupational opportunities in business.

Today's men and women have unlimited career opportunities. The greater freedom of occupational choice for all individuals is having a marked effect on the Business Technology Education curriculum. Few areas have changed curriculum, technology, directions, and equipment more than the Business Technology Education area. In keeping pace with the challenges of a new frontier in business, great strides have been made in the development of a curriculum that will meet and challenge the needs of our diverse population as we enter the 21st Century.

Using the Curriculum Guidelines and Grids

Committees of teachers and educators from across the state of Indiana were formed for each course offering. The members were selected from individuals who are either presently teaching the particular course and/or those who were going to be teaching the course in the near future. These committees met numerous times in an attempt to determine and review the content standards and performance expectations for each course. Members agreed that guidelines such as those that follow are extremely helpful when preparing curriculum, lesson plans, and materials for a particular course. The committees kept in mind and referred to the National Business Education Standards, the ISTEP+ language arts and math competencies, and SCANS in determining actual content standards. It is imperative to point out that these standards and expectations must be reviewed on a continuous basis both at the local and the state levels and changed as student needs, business needs, technology change.

The information that follows for each of the courses offered in Business Technology Education is intended to be used as guidelines in planning and presenting materials to students. The guides are not to be considered "absolutes" or "dictates." Rather, the guidelines are to be used as reference and to assist the teacher and/or department in planning the curriculum for his/her school and to determine the content standards that students should meet upon completion of the course. Much emphasis has been placed on making the information "user friendly" so that the teacher with no or limited teaching experience, or little in the particular course area, will have access to information about specific course curriculum.

Tips for Using the Curriculum Guidelines and Grids

The grids have been designed to readily the content standards to be achieved, the performance expectations, the instructional strategies, the assessment strategies, and the supplementary resources for each course. Rather than show duplication of content in some courses, material has been placed in the course to which it best relates. However, material may be integrated into various courses if all courses are not offered in a particular school corporation (as many do not). Local department members may select content standard/ performance expectations from the courses to include in the offerings that are available. Obviously, course offerings and content need to be adapted to meet the individual school's, community's, and students' needs.

At the beginning of each course offering, the following information will be found:

< *Course description*: contains information about the particular course including name, suggested grade levels, content, length, and credits

< *Content standards*: competencies students should be able to demonstrate upon completion of the course

< *Performance expectations*: actual tasks students should demonstrate to determine achievement of a particular competency

< *ISTEP+ Language Arts and Math proficiencies*: competencies for these areas that students should develop through the particular course

< *Grids*: tables displaying information about Content Standards, Performance Expectations, Instructional Strategies, Assessment Strategies, and Suggested Supplementary Resources

Explanation of Grids' Contents

The grids, perhaps, are the most important component for teachers and administrators alike. These are separated first by the specific course and secondly by Unit and Content Standard. An outline of the information contained in the grid is below:

< *Course title:* state-approved course name

< *Unit number and title:* units are not necessarily numbered according to the order in which they will be taught; many times they arranged alphabetically

< *Content standards:* competencies students should be able to demonstrate upon completion of the course

< *Performance expectations*: actual tasks students should demonstrate to determine achievement of a particular competency

< *Instructional strategies*: suggested activities that teachers may use to present the content standards to students

< *Assessment strategies:* suggested materials/activities to assess a student's competencies in a particular content standard/performance indicator

< *Supplementary resources:* suggested materials that might be used to prepare additional materials, to replace other projects, to provide students with additional reference materials, etc.

Many of the assessment activities and supplementary resources can be found in the various IDOE resource materials, such as mini-baskets, in-baskets, functional work station manuals, teacher's manual, etc., that have been developed in the past several years by Indiana teachers. A complete listing of these may be obtained from the Program Specialist for Business Marketing Education at IDOE. A fee may be charged for these materials.